CREATING EMPLOYMENT AND ENTREPRENEURSHIP OPPORTUNITIES FOR YOUTH

JUNE 1999

This publication was developed by the U.S. Department of Housing and Urban Development to assist in the planning and development of Neighborhood Networks centers.

The guides in this series offer "how to" information on starting up a center, creating programs and identifying center partners; center and program profiles and a wealth of resources.

Neighborhood Networks is a community-based initiative established by the U.S. Department of Housing and Urban Development (HUD) in 1995. Since then, hundreds of centers have opened throughout the United States. These centers provide residents of HUD-assisted and/or -insured properties with programs, activities and training promoting economic self-sufficiency. These guides contain examples of successful center initiatives and how you can replicate them.

To receive copies of this publication or any others in the series, contact:

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Introduction

Neighborhood Networks centers can play a critical role in helping young people improve their work experience. More than 80 percent of teenagers have held some type of job by the time they graduate from high school.[1] But for many, the jobs do not necessarily lead to successful and rewarding careers. Moreover, in work and in school, many young people fail to develop the skills in basic reading, writing, math, communication, information technology and other core competencies needed in today's fast-paced technological age.

This guide is for Neighborhood Networks center directors, staff, volunteers and others who are interested in establishing innovative youth employment and entrepreneurship programs. It describes key issues, provides practical tools and suggestions, identifies best practices from across the country and suggests links to helpful resources.

Chapter 1 describes the barriers faced by young people from disadvantaged backgrounds as they enter the marketplace – from poor basic skills to lack of awareness about career choices. Next, it outlines the steps for getting started with a youth employment program – including conducting outreach into the community, assessing participants' capabilities, building skills and providing support services.

Chapter 2 presents case studies of three successful youth employment programs:

❏ **Houston Works** illustrates how a strong partnership can provide a powerful comprehensive youth employment strategy.

❏ **Plugged In** offers a successful model of youth entrepreneurship in the field of information technology.

❏ **Street Level Youth Media** exemplifies how youthful creativity can be nurtured through hands-on projects.

Appendix A describes resources that can be helpful to Neighborhood Networks centers establishing youth entrepreneurship programs.

Appendix B outlines the competencies and skills needed for job success as developed by the U.S. Labor Secretary's Commission on Achieving Necessary Skills (SCANS).

Appendix C summarizes key activities in youth employment, divides them into activities that Neighborhood Networks centers can provide and those that the partners can provide, and summarizes where resources may be available.

Even with limited resources, Neighborhood Networks centers can guide young people through a process of positive self-discovery. Working with other local organizations, centers can offer an exciting learning experience for youth in employment and entrepreneurship.

Chapter 1

Getting Started

Neighborhood Networks centers can help young people across a wide spectrum – from the 14-year old middle schooler who wants an after-school job to the 21-year old high school dropout who needs full-time work. Youth who are in school typically want a job to help support the family, pay for college or earn pocket money. Out-of-school youth – especially those with no high school diploma – are more likely to need to support themselves or a family. They may be on welfare or want to return to school or get a GED to qualify for better jobs.

Assets and Contributions of Young People

While many youth face employment barriers, it is equally important to emphasize the positive attributes that young people can bring to the workplace. Many respond enthusiastically to affirmation of their skills and strengths, positive expectations, responsibility and meaningful tasks. Many youth thrive in relationships with adults based on mutual trust and respect. A good work environment can enable a young person to experience the safety and security necessary for learning and growth.

In some cases, their inexperience in formal, traditional work settings is an asset. The many positive attributes that young people bring to the workplace include:

1. *Responding to high expectations.* When challenged to succeed, young people will respond positively if they are also shown confidence and trust by adults. High expectations can motivate young people to accomplish beyond what they themselves initially think they can do.

2. *Energy, enthusiasm and willingness to be trained.* Young people may be eager to take on their first job. Many are not held back from the fear of making mistakes. They bring to the workplace energy, enthusiasm for new experiences and a willingness to try new things. Young people do not have to unlearn "old work habits" in a first or second job. Employers can train them in the systems, procedures and processes that they use.

3. *Loyalty.* Many young people want their own money, but do not want to work solely for financial reasons. Working is a rite of passage to adulthood. Age-related legislation on work and working conditions makes jobs scarce for youth seeking employment. They know that only certain places will hire them. Because of this, they will work hard and be loyal to their employers.

4. *New ways of working and thinking.* The 21st century brings characteristics of the high performance workplace to more and more businesses in our communities. These "new ways of working" include working on teams, serving both internal and external customers, contributing to decision making, solving problems and providing new and innovative ideas that shape business today. Young people who have been educated by new methods of learning find it easier to think "outside the box." New learning methods, such as cooperative education where students learn in teams, constructivist learning, where students are decision makers, problem-based learning, where students solve problems by developing, planning and implementing projects, and then analyze and synthesize what they have learned, bring to the employer new ways of thinking.

5. *Employability skills and supervised work experience.* More students are better prepared and have work-based experiences. Employers are concerned with "soft skills" such as interpersonal communication, getting along with co-workers and customer service. Since the Department of Labor (DOL) Secretary's Commission on Achieving Necessary Skills (DOL, 1991) identified the three foundation skills and five competencies needed to achieve success at work, students in most states have become aware of and have had opportunities to practice these skills while still in school. High school work experience is no longer limited to occupational and vocational students. In every state, school-to-work programs are designed to help all students connect to the world of work through work-based learning experiences.

6. *Understanding of technology systems and sophisticated technology skills.* Intensive technology experiences of video games and home computers have created a generation of young people who are power users of technology. Power users understand the logic of computers and technology systems. They are self-directed learners who have had to seek out solutions to their own immediate technology problems. They learn from books, manuals, peers, the internet and any other resources that they can find. They are strategic thinkers and problem solvers who can add tremendous value to visionary employers who cultivate their talents and support their skills.

Challenges Faced by Young People Seeking Employment

Young people from disadvantaged backgrounds often face barriers to successful employment, including:

1. *Low basic academic skills.* Some young people will have excellent academic skills while others may have trouble following written signs and instructions. For example, one Neighborhood Networks center director encountered middle school students who could not find the word "Windows" on the computer screen.[2] Because achievement levels may vary substantially, centers will need to develop programs that can work with a broad range of skills or make connections with agencies equipped to do so.

2. *Lack of self-esteem and maturity.* Many young people do not have enough self-esteem to handle a job effectively. Some lack job preparation and have consequently moved from job to job. Others are not sufficiently motivated, have a poor attitude toward supervision, are not dependable or cannot follow directions or adapt well to change.[3] In spite of these drawbacks, young people are expected at the workplace to perform like more mature adults. Not surprisingly, some youth feel especially vulnerable in work environments and can easily lose their confidence or become overwhelmed. Some feel overconfident, think they know everything and are unwilling to do basic tasks.

3. *Limited knowledge of career choices.* Youth from disadvantaged communities are often unaware of how to learn about different careers or prepare for ones that interest them. Many are ambivalent about whether they should meet their short-term needs or find something with long-term prospects. And they have limited or exaggerated ideas about the workplace.

4. *Complex life circumstances.* Some young people are disconnected from support systems, live in poverty, experience stress in their homes and lack adult role models. They may already have histories of trauma and exhibit behavioral problems. Despite their young age, these young people may need treatment for alcohol and substance abuse or counseling for other emotional and social issues.

While such hurdles can hinder young people in getting or holding a job, the structure and rewards of work can help youth overcome employment barriers. Productive employment can provide self-esteem and

self-identity, which are central to the process of recovery from addiction to alcohol and other drugs.[4] Successful programs that break addictive patterns integrate treatment with vocational and employment programs, including career exploration, internships, skills training and job placement.

Taking the First Steps

Because Neighborhood Networks centers need to understand the range of opportunities and challenges they face in operating a successful youth employment program, they should ask a series of key questions when starting a program:

❑   What do centers need to know about young people on the property and in the community at large? What are their successes, needs and challenges?

❑   What are the youth employment activities that our Neighborhood Networks center could engage in given limited resources? What is the role of Neighborhood Networks centers?

❑   What partnerships with other community organizations could be formed to serve youth in a comprehensive and coordinated way?

❑   What services should Neighborhood Networks centers provide and what services should partners provide?

1.   Outreach

"My first problem is getting kids who are work age into the center," says Lisa Ciminillo, director of Agler Green Computer Learning Center. Although bulletins and flyers will spread the word, young people will need to see the connection between the Neighborhood Networks center and their own interests. A bank of computers with learning software, games and Internet connectivity will not necessarily bring in young people who need employment help. Equally important, they will need to feel comfortable that the center can genuinely help them with an

employment issue and address other related needs such as child care and GED training.

The best approach is to market the Neighborhood Networks center as an entry point into a comprehensive program of job and career development with many support services. To further involve young people, centers may want to survey youth to determine what services they want or develop boards of young residents to give input on program design.

Enlisting other youth to bring young people into the center can augment the Neighborhood Networks center staff or volunteer corps. Centers that cannot afford to hire outreach workers might consider partnering with an agency that can help, including Boys and Girls Clubs, Urban League and other agencies that have experience drawing young people to their programs.

Centers may want to begin by contacting their local or regional One-Stop Career Center for help in identifying community agencies involved in youth employment. The Career Centers are part of a network of employment, training and education resources. Many Career Centers involve Private Industry Councils (PICs) and Job Training Partnership Act (JTPA) Service Delivery Areas (SDA), two major federal workforce development initiatives. One-Stop Career Center websites feature information about career guidance, counseling, education and technical training to prepare youth for high-wage and high-skill jobs. A good example is the Massachusetts One-Stop Career Center website at http://www.masscareers.state.ma.us

The website operated by the U.S. Department of Labor (DOL) Employment and Training Administration can help Neighborhood Networks centers find the most appropriate One-Stop Career Centers program – http://doleta.wdsc.org/jobs/region.html

2.   Assessment and Self-Discovery

Once a young person enters a Neighborhood Networks center, it is important to assess his or her

interests and skill level as soon as possible. What are the young adults career interests? What kind of academic and technical skills does he or she possess? What is his or her exposure to careers that meet his or her interests and value his or her skills? How do career interests and skill levels fit in a career plan that allows for upward mobility? What kind of academic or technical skills does he or she have? Is the young person aware of appropriate workplace behaviors, like punctuality, proper attire and attendance? Are there obstacles, such as a lack of transportation and childcare that need to be taken into consideration? How do we know whether a youthful entrepreneur is ready to launch a business, no matter how modest its scope? How do we identify young people who are ready to start their own business? How do we assess and document the level of business and technology skills to create an entrepreneur?

Agencies engaged in youth employment use varying approaches to assessment. Many use assessment tools to link prospective youth workers to employers. Others go a step further, using assessment tools to identify a young person's interests, potential and career possibilities. Assessments can illuminate skills and start a process of revelation for young people who may have a very narrow view of their options.

Assessment tools vary in complexity and detail. A one-page form – with a checklist of questions about career interests, educational background, training experiences, mental health and substance abuse – could serve as a starting point.

There are quite a few assessment tools developed by commercial companies and publicly funded projects – including intake forms, job and career exploration, skill assessment and tests to measure academic preparation. Some state computer systems – for example the Ohio Career Information System (OCIS) – offer instant access to labor market and educational information. The DOL One-Stop website (http://www.ttrc.doleta.gov/onestop/) links to products and tools, directories of One-Stop Career Centers,

local labor market information and other valuable resources.

A common assessment tool is *Holland's Self-Directed Search* available through Psychological Press in Palo Alto, CA. It has been the basis for many informal career interest activities such as "The Party Game" and "The Job Wheel" found in current career transition books such as *What Color is Your Parachute?* This well-researched career interest tool can be self-administered and interpreted individually or in a group discussion. The results reflect a person's interests and tie those interests to six broad types of jobs and work environments.

A good assessment tool for information technology careers is *Skills 2000* from Microsoft. This self-administered survey is available online from Microsoft (http://partnering3.microsoft.com/skills2000/default.asp). It assesses students' computer-related interests and capabilities. *Skills 2000* is part of a package of resources available to help people identify their skills, develop a resume and enter the information technology job market.

Prospective youth entrepreneurs require another set of assessment tools. A helpful resource is *Enterprising Youth in America: A Review of Youth Enterprise Programs*, co-authored by Barbara Kaufmann, senior associate at the Center for Workforce Development in Washington, DC, and Brian Dabson, of the Corporation for Enterprise Development, also in Washington. The book examines programs offered by nearly 50 organizations nationwide. Chapter 3 includes additional resources on youth entrepreneurship.

3. Building Skills

Today's employers want workers who can achieve in high performance workplaces. More and more, they seek employees who can integrate a wide range of skills and upgrade them continuously. Narrow skills training around a specific job is no longer a sufficient foundation on which to build a career. The marketplace wants young people who not only demonstrate basic academic proficiency, but also

display strong technology skills, good behavior and flexibility.

Many youth lose their first jobs because they lack even the most basic work attributes – showing up on time, getting along with co-workers and communicating effectively. Young people need to master a set of competencies and core skills described below to ensure their long-term success in the job market.

Competencies

- Identifies, organizes, plans and allocates resources

- Works with others

- Acquires and uses information

- Understands complex inter-relationships

- Works with a variety of technologies

Core Skills

- Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons

- Displays responsibility, self-esteem, sociability, self-management, integrity and honesty

Appendix B includes more information on these competencies and skills.

Neighborhood Networks centers can help young people master these competencies and skills using a variety of approaches. Centers can sponsor job workshops that target such topics as punctuality and teamwork, or provide short pre-employment courses to help students develop resumes and prepare for interviews. Also useful would be workshops focused on building self-confidence, mediating conflict or acting responsibly. These workshops can be supplemented by inviting guest speakers to share their work and life experiences.

Neighborhood Networks centers can also refer young people to other organizations offering job skills training and support. School-to-Work partnerships for example, often include community-based organizations such as the Urban League that provide these types of services.

Increasingly, many organizations are using software programs as a skills building tool. Technology Based Solutions offers *Discover and Decide,* a computer based system that provides self-directed problem solving using a life skills curriculum. Another company, Bellewether (http://www.bellewether.com) produces *Human Asset Imaging,* a program providing workplace ethics training.

For technology training, it is best to work with young people to accomplish a learning goal using technology – not to teach technical skills along. Many young people can easily master computer techniques, so it is more important to identify an interesting learning project using the technical resources of the Neighborhood Networks center. Street Level Youth Media, which is profiled in the next chapter, successfully applies this approach.

The Brooklyn Public Library Literacy Program also uses real projects to teach technology skills.[5] Projects cover topics that students can identify within their own lives and want to explore further. The program eliminated drill and practice software from its computers. Instead, technology skills blossomed through peer learning and teaching during project activities.

A valuable resource supporting learning through community technology is the Community Technology Centers Network (CTCNet) at http://www.ctcnet.org

4. Support Services

Even young people with strong skills can be hampered in their job quest. Inner city youth may find it hard to get to burgeoning job opportunities in the

suburbs. Young parents may have difficulty securing reliable child care. Some youth must overcome substance abuse problems or other special needs.

Neighborhood Networks centers can alleviate some of these obstacles by partnering with social service agencies and other local organizations. A large network of job placement providers for youth has developed throughout the country. These community-based groups operate independently, or more frequently, as part of a larger regional strategy, such as a School-to-Work Partnership or a Private Industry Council's One-Stop Career Center. The best providers have refined a process for matching a young person with a suitable employer. These programs take into account skills and interests, age and the nature of the work environment. Such providers typically develop strong relationships with employers.

Many job placement providers will be eager to partner with Neighborhood Networks centers. Referrals help these organizations meet contractual obligations to place in jobs a specified number of youth.

Centers can enhance their relationships with job placement providers by performing simple screening. The Bridge to New Horizons Center in Richmond, VA, established a contractual relationship with three temporary placement agencies. To be referred to one of the agencies, young people must complete a Job Readiness Training Program at the Neighborhood Networks center. The agencies, in turn, arrange job placement.

Other organizations, such as Eastside Workforce Center in Fort Worth, TX, have formed partnerships with the local Private Industry Council (PIC). PIC staff provide job placement services to the young people referred by the center.

While many matches are rewarding for young people and their employers, job placements frequently fall short. Rather than offering a chance for youth to test and stretch abilities, these jobs limit their work to unchallenging, repetitive and boring tasks.

An uninspiring job placement can do more damage than no job at all. At a minimum, Neighborhood Networks centers should advocate for jobs for youth with learning potential. And they should urge young job seekers to look for employment that reflects long-term career goals. Centers can encourage job placement organizations to match their referrals to jobs that demand a variety of tasks and hands-on activity and that expose a young person to more than one department within a company. The School-to-Work National Office can be especially helpful at http://stw.ed.gov/

Neighborhood Networks centers can explore the benefits of management software designed by companies like Vision Link, Inc. (http://visionlink.org), manufacturer of *Pathfinder* and *Tapestry*. These programs create web-based management tools allowing for a single coordination point for employers, teachers, students and social service agencies.

Chapter Two: Examples of Best Practices

This chapter presents case studies of three successful youth employment programs:

❑ **Houston Works** illustrates how a strong partnership can provide a powerful comprehensive youth employment strategy.

❑ **Plugged In** offers a successful model of youth entrepreneurship in the field of information technology.

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Houston Works:
It's About Partnerships

Houston Works and its director, Johnny Bright, faced daunting challenges in helping disadvantaged Houston young people find jobs. Armed with a Youth Opportunity Area grant from the U.S. Department of Labor, Bright serves 2,000 young people between the ages of 16 and 24. About 60 percent of Bright's clientele is Hispanic; the rest is African-American. Nearly half have already left school. Most are unemployed. The targeted neighborhood – six contiguous Houston census tracts – is blighted, highly transient and isolated from the rest of the city.

For Bright, forging partnerships was the only option. Houston Works joined with the school district to coordinate GED classes and offer recreational programs and anti-gang services. It formed a partnership with Houston's JTPA summer youth employment and One-Stop Center initiatives – enabling Houston Works to triple the number of summer jobs offered to teens.

The results have been highly impressive. After just 20 months in operation, Houston Works had found jobs for more than 350 young people. Nearly 250 had completed GED coursework and 17 had gone on to college. Another 125 youth had enrolled in vocational training. Eight out of ten young people were completing their training.

Bright is a staunch advocate of a comprehensive youth employment strategy. "It's the only way to approach the issue," he says. "An employment program itself will not prepare kids to succeed. You have to work with the personal problems and challenges, whether it is gangs, or drug addiction, or something else."

Bright stresses the need to put youth employment initiatives in a larger community development context. "We demand that our youth invest time and effort towards improving the community," he says. "We make it a requirement that kids do two weekends of community service prior to taking any of our classes." The service can be anything from painting an elderly person's house to cleaning up a vacant lot, Bright explains. "Not only does this build pride in the community, but we've had better results by having youth 'pay' for our services in some way."

Plugged In: Youth Entrepreneurship

Plugged In, based in East Palo Alto, CA, offers a comprehensive menu of employment services for low-income families. But its claim to fame is its thriving teen web design enterprise.

Started in 1992 as a small computer lab at a local Boys and Girls Club, Plugged In now has 37 workstations and an annual budget of $415,000. Teens run the web design business – Plugged In Enterprises – created in 1996. The program combines training in the latest web design technology with support in managing projects. Already, Plugged In Enterprises has done business with Hewlett Packard, Stanford University and Amnesty International Publications, among other clients.

Plugged In weathered its share of early problems. Creating a systematic approach to staff training and development took three years because it was to hard find people in the community with the requisite teaching experience and technical skills. Lack of space, technical problems with computers, insufficient equipment and difficulty meeting business deadlines have all plagued the organization at one time or another. Plugged In had to establish a minimum grade policy for teens whose academic standing had suffered because of all the time they spent in the computer lab.

But staff recognized from the outset that the program could be unique – and that connecting to other like-minded organizations would be critical. During the initiative's first year, its program director spent half his time seeking out potential collaborators. Plugged In formed a partnership with an after-school program – Children's Preservation Network – to provide computer projects for kids. Another partnership with a social service agency – Families in Transition – allowed Plugged In to offer family history projects. Volunteers from the Boys and Girls Club in Menlo Park taught computer classes. And Plugged In linked up with the city's summer recreation program so it could stay open more hours.

Plugged In staff refined their focus and remained open to growth. The staff tightened the curriculum. New courses were developed, tested and modified. Young people were put to work helping inventory and recycle donated equipment. By 1996, the teens had become so skilled that Plugged In staff began to test the possibilities of becoming a business incubator.

Today, Plugged In Enterprises begins with a ten-week overview of computer basics and an introduction to graphic design. The first phase of training focuses on building 15 skills, including word processing, understanding memory and RAM, layout and design concepts, graphics and Adobe Photoshop. Technology professionals give workshops and serve as mentors. Field trips to such sites as Wired Magazine and Macromedia supplement classroom learning. The training's second phase molds students into a production team that takes on work for real clients. Life skills and employability training are incorporated into the program.

For more information on Plugged In, visit their website at http://www.pluggedin.org

Street Level Youth Media: Innovative Hands-on Projects

On October 7,1998, in a White House ceremony led by First Lady Hillary Rodham Clinton, Street-Level Youth Media received a First Annual Coming Up Taller Award. The Chicago nonprofit was one of ten groups across the country awarded a $10,000 prize for fostering "the creative and intellectual development of America's young people through education and practical experience in the arts and humanities."

Street-Level Youth Media teaches media arts and emerging technologies to help youth build self-expression, communicate more effectively and encourage social change. Using video production, computer art and the Internet, Street Level's young people address community issues and gain a ring side seat in the information economy (http://streetlevel.iit.edu).

Street Level conducts before and after-school drop-in programs, as well as special offerings. Drop-in programs serve children of all ages. Street Level's multimedia labs, located in three Chicago neighborhoods, feature such media making tools as computers, video equipment and editing facilities. A professional media artist runs each lab, trains the young people and supervises activities. Through the Internet and joint video projects, the drop-in programs have helped to create a youth network across the city.

At each drop-in site, young people create original video and computer art about life in their neighborhoods. They also engage in activities ranging from graphic design work and video poetry to web production to resume writing.

Street Level Youth Media also operates in the schools offering artist residencies and consultation throughout the Chicago area. The in-school programs help integrate media arts and computer-based learning into existing curriculum. Youth of all ages can use video and new technology as learning tools, complementing their regular course work. Street-Level residencies are designed to be fun, creative and educational, demonstrating new and alternative teaching techniques. Examples of video projects and programs can be found on Street level Medi's website at: (http://streetlevel.iit.edu/admin/ programs.html)

Gallery 37 is an example of Street Level's many special programs. This partnership trains more than 100 students each year in the arts. Participants work with professional artists and arts organizations, focusing on art forms from music and sculpture to dance and multimedia. The *Gallery 37* alliance gives young people a chance to express themselves while developing valuable job skills. You can learn more about Gallery 37 at Street Level Media's website at: (http://streetlevel.iit.edu/admin/gallery.html).

Appendix A

Resources for Youth Entrepreneurship

❑ **The Kauffman Center for Entrepreneurial Leadership**: The Kauffman Foundation in Kansas City is a major sponsor of national entrepreneurship education programs. The Foundation offers education and training, support services and research. The EntrePrep program emphasizes mentorships between students and successful entrepreneurs.

> 4801 Rockhill Road
> Kansas City, MO 64110-2046
> Phone: (816) 932-1000
> Email: info@emkf.org
> Website: http:/www.emkf.org/Entrepreneurship/emkf-EP mainTXT.html

❑ **Center for Entrepreneurial Leadership Clearinghouse on Entrepreneurship Education (CELCEE)**. This clearinghouse on entrepreneurship information has an extensive database, with abstracts on entrepreneurship education at all levels, and a directory of upcoming events and educational software tools.

> Phone: (888)-4-CELCEE (1-888-423-5233)
> Fax: (310) 206-8095
> Email: celcee@ucla.edu
> Website: http://www.celcee.edu

❑ **Educational Designs that Generate Excellence (EDGE)**. The website of this national youth entrepreneurship group reviews entrepreneurship courses offered by EDGE University. It also includes an extensive list of EDGE publications and lists other organizations engaged in entrepreneurship education.

> 5900 Arlington Avenue, Suite 21C
> Riverdale, NY 10471
> Website: http://www.ltbn.com/edge/

❑ **International Consortium for Entrepreneurship Education**.   Operated out of Ohio State University, this consortium publishes EntrepreNews & Views. This newsletter summarizes pending legislation related to entrepreneurship education, lists upcoming conferences and describes classroom activities to promote entrepreneurship. Through its website, the consortium offers a curriculum designed for student use in the classroom. PACE (Program for Acquiring Competence in Entrepreneurship) is available for both IBM and Mac, and on CD-ROM.

> The Ohio State University
> 1601 West Fifth Avenue, Suite 199
> Columbus, OH 43212
> Phone: (614) 486-6538
> Fax: (614) 292-1260
> Website: http://www.entre-ed.org

❑ **National Foundation for Teaching Entrepreneurship (NFTE)**. This international nonprofit organization teaches youth from low-income communities how to develop and operate small businesses. NFTE also offers a specialized curriculum that trains adults to teach youth entrepreneurship as a Certified Entrepreneurship Instructor. The core program – 50 chapters in three modules – addresses the full range of basic and advanced skills. The program can be adapted for both in-school and out-of-school youth.

> 120 Wall Street, 29th Floor
> New York, NY 10005
> Phone: (212) 232-3333
> Fax: (212) 232-2244
> Website: http://www.nttebiz.orglNFTEHistory.html

❑ **The Entrepreneurial Development Institute (TEDI)**. This national nonprofit, based in Washington, DC, seeks to be a catalyst for positive change, economic development and empowerment for young people and their families. TEDI's website features descriptions of the group's programs to train teachers and young entrepreneurs. The Young Entrepreneur Catalogue furnishes brief case studies of successful youth start-ups. There are also links to other resources addressing such issues as marketing and business permits.

> Website: http://www.bedrock.com/tedi/home.htm

❑ **Rural Entreneurship Through Action Learning**. The Rural Entrepreneurship Through Action Learning (REAL) program helps people discover the economic opportunities in small communities and teaches them how to turn those opportunities into money-making ventures. This program provides a model for linking education and economic development. REAL is an entrepreneurship training program for high school, college and community college students. Through REAL, students research, plan, set up, own and operate their own small business enterprises. REAL is available for high school and adult learners, with accelerated courses for those recently unemployed.

For more information contact:

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> brichard@wvu.edu
> Mingo County
> Courthouse, Room 3
> 74 East Second Avenue
> Williamstown, WV 25661-3505
> Phone: (304) 235-0370

Appendix B: SCANS Competencies and Skills

Five Competencies[6]

Resources: Identifies, organizes, plans and allocates resources.

❑ Time: selects goal-relevant activities, ranks them, allocates times, and prepares and follows schedules.

❑ Money: uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

❑ Material and facilities: acquires, stores, allocates, and uses materials or space efficiently.

❑ Human resources: assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal: Works with others.

❑ Participates as a member of a team: contributes to group effort.

❑ Teaches: mentors other staff members and teaches them new skills.

❑ Serves clients/customers: works to satisfy customers' expectations.

❑ Exercises leadership: communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

❑ Negotiates: works toward agreements involving exchange of resources, resolves divergent interests.

❑ Works with diversity: works well with men and women from diverse backgrounds.

Information: Acquires and uses information.

❑ Acquires and evaluates information.

❑ Organizes and maintains information.

❑ Interprets and communicates information.

❑ Uses computers to process information.

Systems: Understands complex inter-relationships.

❑ Understands systems: knows how social, organizational and technological systems work and operates effectively with them.

❑ Monitors and corrects performance: distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.

❑ Improves or designs systems: suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology: Works with a variety of technologies.

❑ Selects technology: chooses procedures, tools or equipment including computers and related technologies.

❑ Applies technology to task: understands overall intent and proper procedures for set-up and operation of equipment.

❑ Maintains and troubleshoots equipment: prevents, identifies or solves problems with equipment, including computers and other technologies.

SCANS Three Part Foundation[7]

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks.

❑ Reading: locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules.

❑ Writing: communicates thoughts, ideas, information and messages in writing; and creates documents such as letters, directions, manuals reports, graphs and flow charts.

❑ Arithmetic/Mathematics: performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.

❑ Listening: receives, attends to, interprets and responds to verbal messages and other cues.

❑ Speaking: organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons.

❑ Creative thinking: generates new ideas.

❑ Decision-making: specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

❑ Problem-solving: recognizes problems, and devises and implements plan of action.

❑ Seeing things in the mind's eye: organizes and processes symbols, pictures, graphs, objects and other information.

❑ Knowing how to learn: uses efficient learning techniques to acquire and apply new knowledge and skills.

❑ Reasoning: discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

❑ Responsibility: exerts a high level of effort and perseveres towards goal attainment.

❑ Self-esteem: believes in own self-worth and maintains a positive view of self.

❑ Sociability: demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

❑ Self-management: assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

❑ Integrity/Honesty: chooses ethical courses of action.

Appendix C: Activities, Centers Partners, Roles and Resources

Activities	Center as Main Provider	Partners as Main Provider	Partial List of Resources
Outreach	Market a comprehensive approach to job and career development	Youth workers conduct outreach	One-Stop and local PICs: http://doleta.wdsc.org/jobs/region.html Local youth organizations such as Boys and Girls Clubs
Assessment	Guide young people through a process of positive self-discovery Explore interests and career potential	More extensive assessment in skills, education and social needs	One-Stop Career Center: http://www.ttrc.doleta.gov/onestop/ Follow links to products and tools. Microsoft online skills assessment: http://partnering3.microsoft.com/ skills2000/default.asp
Skills building	Information Technology (IT) training Entrepreneurial skills Job readiness training Life skills	GED classes Formal ESL Technical and vocational courses	CTCNet: http://www.ctcnet.org School-to-Work: http://stw.ed.gov/ Community colleges and training programs Street Level Youth Media: http://streetlevel.iit.edu Plugged In: http://www.pluggedin.org CELCEE: http://www.celcee.edu/index.html EDGE: http://1tbn.com/edge/
Supportive services	Case Management	Child care, transportation, counseling	One-Stop and local PICs: http://doleta.wdsc.org/jobs/region.html
Job placement and follow-up	Advocate for jobs with learning potential	Job placement programs Intermediary between youth and employer	One-Stop and local PICs: http://doleta.wdsc.org/jobs/region.html School-to-Work: http://stw.ed.gov/

Endnotes

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[7] *Id.*